

CHAPTER I

INTRODUCTION

This study is about process of English teaching vocabulary for students with mental retardation at SMPLB C Kerten Surakarta. In this chapter, the study is divided into six parts, namely background of the study, limitation of the study, research questions, objectives of the study, benefits of the study and research paper organization.

A. Background of the Study

In this era of Globalization, English is an international language. In Indonesia, English is the first foreign language taught from high school to university level. Many international groups and organizations use English to communicate with others. This phenomenon leads non-English native speakers to learn English. They study English at school and elsewhere. In fact, it is better to start learning English from an early age because they are competent users of the mother tongue and in those connections..

The department of national education, in the standards curriculum of competency, 2004, determined that the ability to be owned by Indonesian students are understanding and expressing information, thoughts, feelings, and developing science, technology, and culture in the English language. Thus, the function of English language as a tool to communicate in order to access the information besides as a tool for interpersonal relationships, exchanging information as well as enjoying the aesthetic language in British culture.

Vocabulary is one of the important component in learning english which is taught in junior high school. In fact, not only general school junior high school for exceptional children (SMPLB). Mumpuniarti (2007:18) stated that every citizen has the same right to obtain education and the government manages and executes national system education organized by the laws. He also stated that every citizen has the same right to obtain education, the citizen who have a physical

disorder, and, or mental, have the same right for education in the form extraordinary education.

In the middle of the society, many children are found growing and developing with general mental (intellectual) limitations, or referred to the term children with special needs for mentally disabled or children with intelligence below average (Bandi Delphie, 2006:15). Based on existing research, the number of them in Indonesia has reached around 21,5 million people (<https://difabel.tempo.com>). The amount is too much and requires extraordinary attention from the world of education to look again, whether education services and the people of Indonesia have made every effort to be environmentally friendly and society and openly accept children with mental limitations. It needs to be observed, because the environment is one of the supporting factors that is very important and effective in supporting their growth and development, as well as in other normal children.

The mentally disabled child cannot understand the world around him. Although there are limitations that are owned by mentally disabled children, but they still have a glimmer of hope that they can still be trained, guided, given opportunities and supported so that they develop their potential to be able to help himself and have the same self-esteem as other people who are more fortunate.

The mental retardation is classified into three categories. The first is mild mental retarded or able to educate. Their intellectual level is among 50-70. In the case of social adaptation and commune, they are well-suited with the wider environment and able to work skillfully. This kind of mental retarded is potentially to be educated in the school, able to do social adaptation for long time, able to stand alone in the society and able to work.

The second category is moderate mental retardation or able to exercise. Their intellectual level is among 30-50. They are able to take care of their selves, can adapt their nearest society and able to do routine work which need control or working in the sheltered work-shop. This kind of mental retarded can be educate to reach academic achievement, only in first grade of elementary school.

The third is severe mental retardation or able to nurse. Their intellectual level is under 30 and has serious retarded. They cannot be exercised to help their selves and being socialization. They need full of nurse and full of control throughout their life. English is a tool to communicate both orally and written.

SLB C Kerten Surakarta is an institution that provides educational services for children with mental disabilities. SLB C Kerten Surakarta is a public school. SMPLB C YPSLB Kerten Surakarta occupies an area of 3,545 m². Some of the land used for buildings or buildings with an area of 1500 m², and the rest is used as a yard and field. SMPLB C YPSLB located on Ahmad Yani street 374 A Kerten Surakarta was very strategically located, even though it was on the outskirts of the city but still easily accessible by public transport or private vehicles. Based on the intelligence capabilities of children, the SLB-C Kerten Surakarta is divided into:

1. SLB-C part C: able to educate students with an IQ of 50-55 to about 70. They are able to be educated, for example: reading, writing, counting, drawing, even sewing. Light weight tuna children are easier to communicate with. Besides that, their physical condition also doesn't look so striking. They are able to take care of themselves to protect themselves from any danger. Because of this, mild mentally disabled children don't need extra supervision, they only need to be educated continuously (Lumbantobing, 2001: 5).
2. SLB-C part C₁: able to train learners with IQ 35-40 to 50-55. Not much different with mild mental retardation children. Mentally disabled children are able to be invited to communicate. However, their weakness is that they are not very good at writing, reading, and counting. However, they can answer questions from other people, for example: he knows his name, home address, age, name of his parents, they will be able to answer clearly (Lumbantobing, 2001: 6).

The educational institutions definitely have an effective methods and strategies to educate them. It is an attractive case that made the researcher did an observation. The mild mental retardation who is considered still has potential in

control the subjects, can socialize more widely and able to sustain his own life, became an object of in this observation. The present reseach would like to examine the teaching of English vocabulary to mentally retarded students with the title ”

THE PROCESS OF TEACHING ENGLISH VOCABULARY TO STUDENT WITH MENTAL RETARDATION AT THE EIGHT GRADES OF SLB C KERTEN SURAKARTA: A CASE STUDY.

B. Limitation of The Sudy

The study was conducted in SMPLB C Kerten Surakarta that is a school for students with mental retardation. It is located at Ahmad Yani street No.374A, Kerten, Kec. Laweyan,Kota Surakarta,Jawa Tengah 57143, Phone: (0271) 723888 . The teaching learning processes include; (1) The English teaching vocabulary, (2) The process of English teaching vocabulary, and (3) The teaching vocabulary materials.

C. Research Question

1. What are the materials in English teaching vocabulary for eight grade students with mental retardation at SMPLB C Kerten Surakarta?
2. What are the procedures in English teaching vocabulary for eight grade students with mental retardation at SMPLB C Kerten Surakarta?

D. Objective of The Study

1. To describe the materials in English teaching vocabulary for eight grade students with mental retardation at SMPLB C Kerten Surakarta.
2. To describe the procedures in English teaching vocabulary for eight grade students with mental retardation at SMPLB C Kerten of Surakarta.

E. Benefit of The Study

This research will give some benefits:

1. Theoretically Benefit

The result of this research my enrich the study on teaching vocabulary and give more information about technique in teaching English vocabulary especially for slow learner.

2. Practically Benefit

a. For the reader

It can inform the reader as an additional knowledge of teaching for slow learner.

b. For the teacher

The teacher will give more information about the teaching vocabulary that can be used in the vocabulary mastery class.

c. For the next researcher

The research will be good reference for doing other research with the same topic especially research for slow learner.

F. Research Paper Organization

In order to make this study to be easily understood, this study is organized into five chapters.

Chapter I is an introduction; The content of this chapter includes study background, study limitation, research questions, study objectives, study benefits, and organization of the research article.

Chapter 2 deals with the review of the related literature. Discuss the underlying theory and previous study on some related theories above.

Chapter 3 is the research method. It is the research method that covers the type of research, the setting of time and place, the subject of the study, the object of the study, the data collection methods, the techniques for analyzing the data and the reliability.

Chapter 4 tries to find and discuss the learning objectives, materials and teaching procedures in teaching English writing for students with special needs at SMPLB C Kerten Surakarta.

Chapter 5 is the last chapter; it contains conclusion, pedagogical implication and suggestion.